

Young Energy People - YEP

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THE PLANET
IS EVERYONE'S
JOB**



Energy and Climate change in Europe and Worldwide

The world today is facing an energy and environmental challenge: security of energy supply against a backdrop of climate change, escalating energy demand and future energy supply uncertainties. By targeting reduced emissions from energy production and consumption, improving energy efficiency, using more renewable energy sources and promoting the development of sustainable energy use, world would confront the challenge of climate change.

EU's climate vision could be an international example in the fight against climate change with the legally binding targets of 20% cut in greenhouse gas emissions, a 20% increase in energy efficiency, a 20% of energy production from renewable sources and a 10% of Europe's transport sector powered by bio-fuels - all by 2020.

Children and teenagers are a significant consumer group of energy; they are also the next generation of householders and employees and therefore have a significant potential influence on the energy consumption of today and the future. Education is well recognised for its potential to influence energy related behaviour and has an important role to play in the solutions to the local and global problems associated with energy consumption.

Educational policies and connection between energy/environment and curricula in YEP European Countries

Schools have begun to consider the importance of developing their sustainability and educating their pupils in preparation for today's climatic challenges. In some European countries there have been significant developments in educational policy relating to sustainability in recognition of the need to provide well structured education on these issues. However, the development of sustainable schools remains challenging in the face of the restricted amount of time teachers have to invest in the exploration of sustainability issues with their pupils. Much of the work is being undertaken through student led environmental groups and school councils, in the majority of cases the energy topic is one of the least frequently negotiated.

United Kingdom: Environmental education is underpinned with inferred opportunities in cross-curricular dimensions (Creativity and Critical Thinking, Technology and Media, Healthy Lifestyles) designed to reflect the concepts and challenges of real life. The National Sustainable Schools framework provides schools guidance for how sustainability issues, including energy can be addressed through curriculum.

Italy: Energy/Environment subjects are not in the school curriculum. Energy issues are introduced into school activities through energy projects in which schools participates and are funded by local, national or European projects. The degree of learning depends on the project features, teacher's background and on the school characteristics.

Greece: Environmental education is part of the curriculum of the primary and secondary schools. There are established Environmental Education Authorities and Centers of Environmental Education. There is a flexible zone in primary schools with two hours per week used to implement environmental education programs. Agencies, public authorities are implementing environmental/energy educational projects in schools.

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YEP European Countries



Involving local key actors



Information-training of teachers



Germany: Energy/Environment subjects are not in the school curriculum but there are opportunities of connection of sustainable energy education with stationary subjects (as physics, art lesson, math, music lesson). The projects are financed via the energy savings that schools achieve.

Spain: Educational policy contents several subjects regarding energy included in the general aim "Energy and its transference" in each Compulsory Secondary Education School and Post-Compulsory School (through science curriculum) courses.

Sweden: Although not part of the curriculum, energy/environmental education is considered important and it should have its own syllabus from primary to upper secondary school. In the upper secondary schools (16-18 years of age) there are running 17 national programs and one of them is Energy program. The Energy program comprises Operations and Maintenance, Marine Technology, Heating, Ventilation, Sanitation and Refrigeration.

Bulgaria: There are possibilities of connection of energy education with stationary subjects (as natural science, ecology, biology, geography, chemistry, physics) in all school levels. The curriculum also provides for 2 to 3 hours per week of compulsory elective subjects and two to hours of free elective (optional) subjects – a good opportunity for more environmental education depending of the orientation and needs of schools. Also educational national, European programs take place in which schools may participate.

YEP Project - Objectives - Expected Results

"Young Energy People – YEP" is an **energy-environmental education program** designed to teach secondary school pupils (14-18 years old) about practical energy management skills and their application to the schools and workplaces. This project places equal priority on the need to fulfill educational policy and standards and to motivate young people to take action against climate change. It takes advantage of a work related learning approach as an interesting context to deliver sustainable energy education to students. In this way the project supports both schools and work places in developing strategies towards energy efficiency that engage young people and introduce them to the practical applications of energy related skills to future employment.

YEP project **aims to:**

- *Increased awareness in teachers of energy efficiency, renewable energy sources and climate changes and how to educate pupils about it.*
- *Increased awareness amongst pupils about energy efficiency, renewable energy sources and climate changes, related skills and their applications to real life and the workplaces and change in attitudes and behaviours.*
- *Increased awareness in workplaces about their energy use and measures they can take to be more efficient and sustainable*
- *Reduced consumption in project schools and work places and awareness of the Renewable Energy Sources possibilities*
- *A set of high quality resources and best practice examples for how to implement energy education and training into secondary schools*
- *A pro-active dissemination and communication of project activities and results to support and instigate other work of similar nature.*

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Energy training of students



Knowledge to a real life context:

- Energy Audits in schools, homes and businesses



- Technical visits



- "Teaching" employees



Planned Activities

- Local key actors are actively engaged in the development of a local workprogram
- Schools and workplaces will communicate and cooperate
- Production of educational energy resources and materials will enable pupils to assess energy use and take practical steps to improve the energy efficiency in schools and workplaces.
- The skills of teachers in delivering energy education will be enhanced.
- Identified local schools, teachers, pupils and workplaces are actively engaged in actions to improve their energy efficiency
- Evaluation of the project and the results will be realized
- Wide dissemination of the project and the results will guarantee the replication of the intervention in other schools as well.

Timetable for school activities

September 2008: ⇒ Determination of all participating schools and workplaces
⇒ Local kick-off events

October 2008: ⇒ Teacher training - Presentation-speeches in schools
⇒ Distribution and presentation of the Educational tools
⇒ Elaboration of the schools' Action Plan

October 2008 to April 2009: ⇒ Work in schools (Training, Practical learning, Energy Audits in schools and homes, Establishment of school's Energy Team, Technical visits)

April 2009 to June 2009: ⇒ Work in workplaces (Energy Audits in workplaces, Monitoring of energy behaviour of the employees, Employees' training by the students, Proposals for bigger energy efficiency of the workplaces)

June 2009: ⇒ Evaluation of the project by Teachers and Students

January 2010 to March 2010: ⇒ Road show events (Implementation of parts of the project in other schools – 5 per partner)

Educational resources (selected to reflect best practices)

The project will be supported by quality educational resources. A standard template will be used for evaluating all existing good practices (material from other projects, schools, authorities and organizations). It is important that the resources will cover all the same aspects of information. The educational tools will be: Energy books and links to energy documents / Toolkits that will cover background information/issues / Surveying methods for active learning (energy audits in schools, homes, workplaces)

The selected educational tools should quantify the energy savings and carbon abatements after the implementation of energy saving action plans in each school and workplaces (and after adopting rational transportation behaviour). Through the careful evaluation of the tools, best practice examples, available for future work by other schools, will be created.



Kick-off meeting of YEP project in Berlin

November 2007 saw the Kick Off of this innovative project in the Pankow district of Berlin Germany. YEP! project sees a collaboration between eight European regions (in UK, Italy, Greece, Spain, Germany, Sweden and Bulgaria) towards increased energy sustainability in communities through their secondary schools.

The principal behind the project is to engage secondary school pupils in proactive energy efficiency and sustainability management. A close collaboration between the experts of the partnership, the teachers, and the pupils will see the development of skilled students (14-18 years), prepared to take roles of basic energy surveying and management in local work places.

The kick off meeting provided an opportunity to showcase the project to influential members of the local authorities in Berlin. A press conference was organized and high publicity was provided.



Local Kick-off events

The Local kick-off events in all YEP Regions will be realized by September 2008. The participation of all local stake holders, participating schools' teachers and directors, representatives of the locally participating workplaces, are prerequisite. They will generally include presentation of the project and its expected results, as well as the chosen educational resources (tools and material). High publicity will be given.

Participating Schools and businesses

Project partners are targeted to work with a minimum of six secondary schools and six businesses. All YEP Partners will have filled their list of participating local schools and Businesses on September 2008. Till then, contacts and bilateral meetings with schools and Businesses are realized. The support of the Local Educational Authorities and the Businesses' Associations is crucial, as the most interested, experienced and willing participants are easier to be chosen.

The 2nd YEP Partners' Meeting was held in Plovdiv (Bulgaria) on 17th April 2008.



Project's partners

SWEA , Severn Wye Energy Agency	UK	
EALP , Agenzia Energetica della Provincia di Livorno	ITALY	
EBPB , Energieberatung Prenzlauer Berg e.V.	GERMANY	
AER , Agència Energètica de la Ribera	SPAIN	
ESS , Energikontor Sydost	SWEDEN	
AEA , Agenzia per l'Energia e l'Ambiente della Provincia di Perugia	ITALY	
REAC , Region of Crete - Regional Energy Agency Crete	GREECE	
EAP-save , Energy Agency of Plovdiv	BULGARIA	

Newsletter developed by the Regional Energy Agency of Crete

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